. . R E P O R T R E S U M E S

ED 013 184 RE 000 303

COURSE OUTLINES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING--JUNIOR AND SENIOR HIGH SCHOOLS.

BY- MAY, MARGUERITE AND OTHERS
LOS ANGELES CITY SCHOOLS, CALIF.

REPORT NUMBER LACS-PUB-X-8 PUB DATE 63
EDRS PRICE MF-$0.25 HC-$2.04 51P.

DESCRIPTORS- *COURSE ORGANIZATION, *SECONDARY SCHOOLS, *READING PROGRAMS, *READING IMPROVEMENT, *READING INSTRUCTION, BASIC READING, STANDARIZED TESTS, READING MATERIALS, JUNIOR HIGH SCHOOLS, LOS ANGELES CITY SCHOOLS,

COURSE OUTLINES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING FOR BOTH JUNIOR AND SENIOR HIGH SCHOOLS ARE PRESENTED. INCLUDED IN EACH OUTLINE IS A COURSE DESCRIPTION, AN INTRODUCTION, A DESCRIPTION OF THE PUPIL, COURSE OBJECTIVES, AND A LIST OF THE FUNDAMENTAL READING SKILLS. EACH OUTLINE PROVIDES THE FRAMEWORK FOR PLANNING THE SEMESTER COURSE. VARIOUS BEGINNING AND FOLLOWUP PROCEDURES ARE DESCRIBED. A SELECTED BIBLIOGRAPHY FOR THE READING TEACHER, SOURCES OF ANNOTATED BIBLIOGRAPHIES FOR USE IN GUIDING PUPIL READING, LISTS OF AUTHORIZED TEXTBOOKS FOR READING CLASSES, AUTHORIZED STANDARDIZED READING TESTS, AND EVALUATION SHEETS FOR COMMENTS ON THIS EXPERIMENTAL EDITION OF THE COURSE OUTLINES ARE INCLUDED. (RH)

ED013184

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

EXPERIMENTAL

RE 000 303

COURSE OUTLINES

for

BASIC READING

READING IMPROVEMENT

POWER READING

JUNIOR AND SENIOR HIGH SCHOOLS

LOS ANGELES CITY SCHOOLS
Division of Instructional Services
Curriculum Branch
Publication No. X-8
1963

FOREWORD

Reading is a complex process, and learning to read is a spiral which starts during elementary school or earlier. At the secondary level, pupils develop reading skills in greater depth in accordance with individual strengths, weaknesses, and needs.

Courses in Basic Reading, Reading Improvement, and Power Reading are offered to help pupils who have individual needs which can be met more effectively in special reading classes.

Each of the outlines provided in this publication is intended to provide a skeletal framework around which to plan the semester course. Specific procedures for diagnosing and correcting pupils' reading problems are included in the Instructional Guide for the Teaching of Reading Improvement, Junior and Senior High Schools (Publication No. 508, Revised, 1954), which should be used as a general guide.

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

ACKNOWLEDGMENTS

These experimental course outlines are the result of study, discussion, and planning over a period of years by the following joint junior-senior high school committee, to whom grateful acknowledgment is made.

Dorothy Beaumont, Supervisor, Division of Secondary Education
Carrita Chambers, Revere Junior High School
Helma B Coffin, Supervisor, Division of Secondary Education
Edward Gair, Fulton Junior High School
Roger Hyndman, Supervisor, Division of Secondary Education
Florine Jackson, Franklin High School
Milton Kosberg, San Fernando Junior High School
Walter Lansu, Consultant, Division of Secondary Education
Virginia Belle Lowers, Supervisor, Curriculum Branch
Alice Lynton, Coordinator of Secondary Training, University of California at Los Angeles
Rex Malcolm, Consultant, Curriculum Branch (now at Hollenbeck Junior High School)
Marguerite May, Consultant, Curriculum Branch
Isaac McClelland, Principal, Jordan High School
Gordon McEwen, Griffith Junior High School
Tak Nakahara, Vice-Principal, Markham Junior High School
Evelyn Paxton, Acting Supervisor, Curriculum Branch (now at Fairfax High School)
Donald Perryman, Supervisor, Division of Secondary Education
Louis Robbins, Berendo Junior High School
Clara Rosenwein, Burroughs Junior High School
Dorothy Short, Hollenbeck Junior High School
Betty Siegel, Van Nuys Junior High School
Joy Ward, Acting Supervisor, Curriculum Branch (now Vice-Principal, Hollenbeck Junior High School)
David Woods, Garfield High School

Marguerite May, curriculum consultant, had a major share in developing the publication. As chairman of the committee, she guided the planning and thinking, combined the contributions of the other members, contributed ideas from her own experience, and wrote the publication substantially in its present form. Special appreciation is expressed, therefore, to MARGUERITE MAY.

WILLIAM ROSCH
Supervisor of English
Curriculum Branch

MARY LOUISE JONES
Secondary Curriculum Coordinator

AVERILL M. CHAPMAN
Administrator of Curriculum

APPROVED:

ROBERT E. KELLY
Associate Superintendent
Division of Secondary Education

EVERETT CHAFFEE
Associate Superintendent
Division of Instructional Services

CONTENTS

	Page
FOREWORD	iii
ACKNOWLEDGMENTS	v
GENERAL OBJECTIVES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING	1
PROCEDURES	
Beginning	2
Follow-Up	3
COURSE OUTLINES	
BASIC READING	
Course Description	7
Introduction	7
Description of the Pupil	7
Objectives	8
Fundamental Reading Skills	9
READING IMPROVEMENT	
Course Description	15
Introduction	15
Description of the Pupil	15
Objectives	16
Fundamental Reading Skills	17
POWER READING	
Course Description	25
Introduction	25
Objectives	26
Fundamental Reading Skills	26

Page

APPENDIX

A Selected Bibliography for the Reading Teacher . 33

Sources of Annotated Bibliographies for Use in Guiding Pupil Reading 36

Lists of Authorized Textbooks for Reading Classes

Junior High School

Basic Reading 39
Reading Improvement 41
Power Reading 42

Senior High School

Basic Reading 43
Reading Improvement 44
Power Reading 45

Authorized Standardized Reading Tests . . 46

Evaluation Sheets 49

GENERAL OBJECTIVES FOR BASIC READING, READING IMPROVEMENT, AND POWER READING

The major aim of all three classes is to develop the pupil's ability to read. Reading, however, is part of the communication cycle of listening, speaking, reading, and writing. The other three communication skills should be taught as needed to reinforce and refine skills important for best performance in reading.

Teachers can best meet the needs of pupils in reading classes by conducting a definite and continuous program of skill building in word recognition, comprehension, vocabulary enlargement, and by developing study skills at the appropriate instructional level. At the same time, the teacher should guide a program of recreational and informational reading in classroom, library, and at home at the independent reading level. The major pupil aims are to:

1. **Develop an enduring habit of reading for pleasure and profit as a worthwhile leisure activity**
2. **Develop the habit of reading a wide variety of worthwhile books and periodicals as an enjoyable leisure activity which will continue through life**
3. **Develop ability to recognize words independently through the use of contextual and configuration clues, structural and phonetic analysis, and spelling**
4. **Build an adequate functional vocabulary**
5. **Improve ability to obtain literal meaning from what is read and to use information gained from reading**
6. **Improve ability to read books, periodicals, and tabular materials**
7. **Improve location and study skills**
8. **Learn to use the fundamental skills effectively for better reading performance in the content areas**
9. **Apply skills learned in a variety of practical situations**
10. **Develop the ability to select material appropriate to individual interest and purpose**
11. **Develop more discriminating taste by reading intensively and selectively**
12. **Learn to set personal goals and evaluate personal achievement**
13. **Learn to use the skills of listening, speaking, and writing as they are needed to reinforce and refine performance in reading**
14. **Develop reading skills to highest possible peak of attainment and to challenge the full use of abilities**
15. **Use ideas gained from reading in problem solving**

BEGINNING PROCEDURES

1. Establish rapport with the class by providing an atmosphere of warmth and interest. Pupils should feel that their teacher accepts them and is enthusiastic about reading. This is of major importance in establishing a favorable classroom climate for learning! For suggestions see Instructional Guide for the Teaching of Reading Improvement, Junior and Senior High Schools, Publication No. 508, Revised 1954, page 18.

2. Plan initial lessons which will give each pupil a successful classroom learning experience during the first week.

3. Start pupils on their recreational reading. Frequently provide time during a class period for pupils to do guided recreational reading. Encourage them to continue reading at home.

4. Always establish a purpose for every reading assignment. Be sure that each pupil is aware of the purpose and how to accomplish it.

5. Involve pupils in individual and group goal-setting.

6. Observe pupils and, as time permits, collect data about them from all possible sources. Evaluate information about health, maturity level, home background, interests, talents, school achievement, and work experiences.

7. Administer informal and standardized oral and silent reading classroom tests during the first week to determine specific strengths and weaknesses in reading. Choose standardized tests (if used) from the List of Standardized Tests Authorized for Use in the Los Angeles City Schools, Publication No. 240, 1961.

8. Use test results, collected data, and results of personal observation to help determine the instructional and independent reading levels; and to help organize a general pattern of class instruction planned to reinforce strengths and correct weaknesses.

9. Base temporary initial grouping on reading comprehension scores available in counselor's office. Such groups may also be formed on the basis of informal individual oral reading of graded paragraphs with suitable comprehension questions. The paragraphs may be teacher-made.

10. Decide on when to group and what patterns of grouping best serve the class. Vary groups according to needs, interests, or levels of achievement. Use part of each class period for teaching the class as a whole.

11. Obtain an adequate number of multi-level skills texts and reader-type texts to meet the varied needs of pupils.

12. Decide which audio-visual aids are most needed to dramatize or reinforce a lesson. Plan when and how to use them most effectively.

FOLLOW-UP PROCEDURES

Review the program and revitalize it, if necessary, to avoid lessening of interest and effort after the first several weeks.

The statements listed below are helpful checkpoint suggestions:

1. Balance the teaching of skills and the on-going program of guided, independent reading.

2. Continue to motivate pupils to want to read. Continue to give them adequate opportunities to share what they have read.

3. Continue to use the most effective beginning practices. Replace ineffective procedures with those that help achieve desired results.

4. Evaluate pupil growth near the end of the semester. Use a combination of criteria: classroom test results, degree of improvement in ability to use the fundamental reading skills, progress in kinds and amount of independent reading.

   If standardized tests are administered, use the same <u>level</u> but a different <u>form</u> of the test administered at the beginning of the course.

5. Guide pupils in planning a personal program for self-improvement in reading after they leave the class. Help them develop a definite schedule and procedure.

BASIC READING

COURSE DESCRIPTION

May substitute for a required English subject, for two semesters, except that in senior high school it may not substitute for twelfth grade composition. May be elected for a third semester. Planned for slow learners, other than the educable mentally retarded and pupils in low index classes, who are reading considerably below their expectancy. Provides diagnosis of reading problems and a sequential development of basic skills: word recognition, vocabulary development, comprehension of central thought, of significant details, of sequence of events, and of cause and effect relationships. Uses appropriate multi-level materials, and proceeds at a pace suited to the capacities of the pupils, to improve ability and increase interest in reading.

INTRODUCTION

Basic Reading classes are offered to provide a concentrated attack on the reading problems of the slower learner in our schools. The objectives of the course can best be met when classes are small and an adequate supply of appropriate material is available.

The course provides opportunities to learn most of the fundamental skills that are taught in Reading Improvement. In Basic Reading, however, pupils need not be expected to develop ability to use the skills in depth to so great a degree.

It is helpful to keep in mind some general characteristics of the pupil when planning his work.

DESCRIPTION OF THE PUPIL

Usually he:

1. Has a much slower learning rate than the average pupil because of generally lower potential or because of specific reading blocks

2. Operates on the level of the concrete. Is less able to understand abstractions

3. Needs more instruction for development of a skill. Needs short, frequent, and varied practice periods and applications of skills to reinforce learning

4. Needs frequent short evaluations of progress

5. Needs frequent encouragement to help restore and renew self-esteem and confidence

6. Exhibits a dislike for reading and avoids reading as a leisure time activity often because of a long-term struggle with too-difficult material

7. Has limited range of genuine interests

8. Frequently responds to enthusiastic pupil or teacher recommendation of "a good book"

9. Needs to have access to a variety of readily available, low-difficulty, high-interest reading material

OBJECTIVES

In addition to the general objectives listed on page 1 for all three reading classes, the following aims are especially pertinent for pupils in Basic Reading. Such pupils need to:

1. Develop an interest in personal improvement in reading

2. Develop ability to recognize words independently through the use of contextual and configuration clues, structural and phonetic analysis, and spelling

3. Learn to obtain literal meaning from what is read

4. Apply reading skills learned in a variety of practical situations

5. Learn to select books and periodicals appropriate to ability and interest level

FUNDAMENTAL READING SKILLS

Use the skills listed below to plan a course designed to meet pupil needs as shown by careful diagnosis. Skill development should be made an integral part of the regular lesson. In addition, there should be a simultaneous, on-going program of guided independent reading to provide opportunities for practical application of the skills.

I. Word Recognition (after pupil has achieved instant recognition of a basic sight vocabulary drawn from familiar spoken vocabulary)

A. Through clues

1. Picture clues

2. Context clues--the meaningful setting of new words

3. Configuration clues--the visual discrimination of likenesses and differences

B. Through analysis

1. Structural--the recognition of base, prefix, suffix, syllable, and accent

2. Phonetic--the sound equivalents of letters and letter combinations

C. Spelling*

II. Vocabulary Building

A. Alphabetizing

B. Building word families: simple roots, prefixes, suffixes, and inflected endings**

C. Deriving word meaning from context
Example: The Galeaner had three wheels and could not be driven as fast as other automobiles. A Galeaner is, by context, a motor vehicle.

---

*See Instructional Guide for the Teaching of Reading Improvement, Junior and Senior High School, Los Angeles City Schools: Division of Instructional Services, Revised 1954. Publication No. 508. pp. 50-52.

**Ibid. p. 47.

BASIC READING

D. Using the dictionary*

1. Recognizing and using alphabetical sequence through the fourth letter

2. Using guide words

3. Using simple diacritical marks

4. Recognizing syllables and blending them into whole words

5. Choosing a single definition that fits the context

6. Using pictures and other illustrations as clues to meaning

7. Using synonyms and illustrative phrases and sentences as clues to meaning

8. Learning that inflected and derived word forms usually are not listed as entry words

9. Adapting meaning for inflected or derived forms from meaning of root word
Example: driving; find meaning of drive: "make go where one wishes." Adapt by changing to "making go where one wishes."

III. Comprehension

A. Following printed and oral directions**

B. Understanding sequence of events

C. Recognizing and understanding the main idea***

D. Recognizing and remembering important supporting details

E. Seeing the relationship between main idea and important details

F. Recognizing key words, phrases, and sentences

G. Visualizing what the words describe

---

*Ibid., pp. 45-46, 70-71.
**Ibid., pp. 61-62.
***Ibid., p. 60.

H. Anticipating outcomes

I. Drawing conclusions*

IV. Appreciation

A. Increasing appreciation of what is read by:

1. Knowing the setting of the story

2. Knowing and understanding the sequence of events in the story

3. Sorting the most important events from the minor ones

4. Understanding and enjoying figurative expression

5. Recognizing the theme of the story

6. Understanding and evaluating the characters' motives and actions

7. Sharing what is read in purposeful small-group or entire-class discussion

8. Predicting outcomes

V. Location and Study Skills (finding and using information)

A. Using the text as reference by making best use of:

1. Title, author, publisher

2. Table of contents

3. Unit and chapter titles

4. Chapter, section, and paragraph headings

5. Simple tabular materials

B. Using the card catalog (author, subject, index)

C. Locating a book by the call number

D. Understanding simple chronology

*Ibid., p. 81.

BASIC READING

E. Applying basic dictionary skills

F. Organizing facts and ideas by:

1. Listing events in order of happening

2. Listing items in order of importance

3. Summarizing in written or oral statements

4. Using maps and tabular forms

5. Answering written or oral questions

G. Finding key words in statements, questions, problems

H. Placing statements of information in categories (as in simple outlining)

READING IMPROVEMENT

COURSE DESCRIPTION

May substitute for a required English subject for one semester, except that in senior high school, it may not substitute for twelfth grade composition. May be elected for an additional semester. Planned for pupils of average or above-average ability who are reading considerably below expectancy. Provides diagnosis of pupil reading problems and a sequential development of essential skills: word recognition; phrase reading; vocabulary building through speaking, listening, reading, and writing; comprehension of central thought and significant details, and of cause and effect relationships; deriving exact meaning from printed page in study and general reading. Uses appropriate multi-level materials and proceeds at a pace suited to the capacities of these pupils, to improve their ability and increase their interest in reading.

INTRODUCTION

Reading Improvement classes are offered to provide a concentrated attack on the reading problems of pupils with average and above-average learning capacity who are reading below expectancy. Because there will probably be a great range of reading levels and needs, the objectives of the course can best be met in small classes with an adequate supply of easily available materials.

The course provides opportunities for pupils to improve in ability to use all fundamental reading skills. The teacher should use skills listed in both the Basic Reading and Reading Improvement outlines when diagnosing pupil achievement and planning the semester's work.

DESCRIPTION OF THE PUPIL

Usually he:

1. Has inadequate methods of word recognition, a limited vocabulary, and a general lack of ability to derive accurate meaning from what he reads

2. Needs to be taught to know and understand the purpose of each reading assignment and to know how to accomplish that purpose

3. Exhibits a dislike for reading books

4. Needs constant encouragement and guidance to help him discover the pleasure of reading as a worthwhile leisure activity

OBJECTIVES

In addition to the general objectives listed on page 1 for all three reading classes, the following aims are especially pertinent for pupils in Reading Improvement classes. They need to:

1. Reinforce and extend fundamental word recognition skills
2. Learn to adjust rate of reading to the purposes and to the ease or difficulty of the materials to be read
3. Increase ability to set individual goals and evaluate personal achievement
4. Increase capacity for attention, concentration, and diligent work habits
5. Develop ability to discuss effectively, in a small group, ideas gained from reading

FUNDAMENTAL READING SKILLS

Use the skills listed below to plan a course designed to meet pupil needs as shown by careful diagnosis. (Many pupils in the class may need to review some of the skills listed for Basic Reading.) Integrate development of the skills with regular reading lessons.

In addition there should be 1) planned instruction in reading in the content areas and 2) a simultaneous program of guided independent reading to provide opportunities for practical application of the skills learned.

I. Word Recognition

- A. Through clues
  - 1. Picture clues
  - 2. Context clues
  - 3. Configuration clues
- B. Through analysis
  - 1. Structural
  - 2. Phonetic
- C. Spelling*

II. Vocabulary Building Skills

- A. Using context clues
- B. Using word affixes to derive word meaning
- C. Learning to use the dictionary
  - 1. Discerning specific meaning as used in context
  - 2. Determining correct spelling and pronunciation
  - 3. Understanding use of synonyms and antonyms

*Ibid., pp. 50-52.

4. Using forms of words

   a. Parts of speech
   b. Tense
   c. Adaptation of meanings

5. Learning restrictions of usage
   Examples: how, when, where, why used

6. Understanding most common diacritical marks and the pronunciation key

7. Developing flexibility of expression through variety and the use of synonyms

8. Learning most frequently used variant pronunciations

9. Using illustrative sentences to discern meaning

10. Understanding which pronunciation to use for different meanings of a word
    Example: <u>con</u>fine, con<u>fine</u>

11. Learning idioms and special phrases
    Examples: near at hand, under the sun

12. Understanding accent

    a. Marked accent
    b. Accented and unaccented vowels

13. Learning standard abbreviations

14. Understanding multiple meanings
    Examples: wave, chest

D. Understanding commonly used foreign words and phrases and recognizing differently pronounced sounds in the words
   Examples: b<u>eaux</u>, bou<u>quet</u>, fati<u>gue</u>

E. Understanding figurative expressions
   Example: He was swift as lightning.

F. Learning commonly known word origins and histories

III. Comprehension

A. Determining the author's purpose

B. Recognizing and understanding the main idea

C. Seeing relationships among words, phrases, sentences, paragraphs

D. Understanding figurative expression as it is intended in a particular context
Example: He was a bullheaded man.

E. Understanding symbolic expression
Example: The trophy in the case is a symbol of victory.

F. Learning to draw conclusions after reading

G. Distinguishing fact from opinion (or judgment)

H. Understanding concepts relating to quantities of time and historical movements

IV. Appreciation

A. Identifying and distinguishing characters

B. Recognizing conflicts in fiction

C. Remembering the characters and following their actions and motives through the story

D. Entering actively into reading by visualizing what is read, anticipating outcomes, and relating events to past personal experiences

E. Understanding humor and some of the ways in which writers achieve it

F. Following word order in poetry

G. Understanding simple literary, historical, and mythological allusions

H. Distinguishing fact from judgment

I. Detecting slanted writing (as used in some advertising statements)

J. Recognizing and analyzing bias and propaganda

READING IMPROVEMENT

V. Rate Skills

A. Perceiving words accurately

B. Fixating rhythmically on meaningful phrases

C. Eliminating useless regressions

D. Making accurate return sweep to new line of print

E. Eliminating finger-pointing and sub-vocalization (moving throat muscles)

VI. Location and Study Skills (finding and using information)

A. Learning to use the textbook as a reference by:

1. Identifying author, editor, publisher, illustrator, publication or copyright date

2. Using boldface type, italics, side or running headings as aids in deriving meaning

3. Reading illustrations, captions, map legends

4. Using footnotes, bibliography, and annotations as necessary

5. Using tabular or graphic material, maps and charts

6. Using the index and the glossary

B. Finding a book by library classification

1. Making functional use of alphabetical order (card catalog, etc.)

2. Locating and using alphabetically arranged reference books

3. Locating books on shelf by Dewey Decimal System

4. Knowing the largest Dewey Decimal Categories

5. Using the index of an encyclopedia

6. Using multiple materials in place of a single textbook for:

    a. Doing background reading
    b. Reporting on specific details
    c. Taking advantage of current materials in periodicals
    d. Comparing viewpoints on an issue

7. Learning to use the library for individual purposes

    a. Making educational and vocational choices
    b. Learning that library materials can be used to find answers to many questions
    c. Reading to explore solutions to personal problems
    d. Reading for better understanding of self and others

C. Recognizing significance of publication date of materials

D. Understanding what is supplementary reading and using it effectively

E. Understanding chronology

F. Using the dictionary easily and independently

G. Using encyclopedia, gazetteers, handbooks, indexes, almanacs, biographical dictionaries, etc., for obtaining needed information

H. Establishing author's credibility in a specific area of knowledge

I. Knowing and using fact-getting techniques

1. Note-taking

2. Listing items about a topic

J. Organizing facts or ideas by:

1. Making sequential arrangements

    a. Of events in order of happening
    b. Of items in order of importance

2. Learning to use outline or topical form

3. Summarizing in written or oral statements

4. Using diagrammatic, tabular, or graphic forms

5. Understanding logical progression of statements

POWER READING

COURSE DESCRIPTION

May not substitute for a required English subject. Planned for pupils of above-average ability who are reading at or above their grade level and who wish to improve their skills of comprehension and critical thinking. Intended to be both voluntary and selective. Provides a highly individual series of learning experiences based on analysis of pupil needs and abilities, and draws its materials from various content areas, such as social studies, science, mathematics, as well as from literature. Aims to develop higher power of comprehension, recall, interpretation, perception, and appreciation. Emphasizes improved study skills and depth, efficiency, and discrimination in reading. Develops flexibility and speed adjusted to the material and purpose of reading. Develops the interest and power to plan a self-improvement program for continued growth in reading at mature levels.

INTRODUCTION

The need for growing competence in reading at all levels has become increasingly evident in today's world. Much research has been done on this subject and positive correlation has been established between reading skill and academic achievement even when intelligence is held constant. It has also been established that when improvement in the reading process has been effected in the classroom through special attention to reading skills, the gains are more likely to be permanent. Review of the literature and successful practice point up the need for guiding rapid-learning pupils in their reading and helping them develop efficient study habits. The Power Reading course is intended to meet this need.

Pupils are helped to diagnose their strengths and weaknesses in reading, to set realistic goals in keeping with their scholastic potential, and to realize the importance of reading in reaching the higher levels of intellectual development. The course is a planned, scientific, and intellectual approach to 1) refining the skills at more mature levels, with emphasis upon quality and depth of understanding rather than upon quality alone, and 2) reading increasingly complex material in varied content areas. The pupil is taught to manage his reading rate in relation to purpose and materials rather than to unselective speed.

OBJECTIVES

In addition to the general objectives listed on page 1 for the three reading courses, the following aims are especially pertinent for pupils in Power Reading classes. They need to:

1. Develop a positive and realistic self-concept of reading abilities through use of diagnostic measures, observation, and collected data to provide guidance; such diagnosis to begin during the first week and continue throughout the semester

2. Understand literal meaning of content of increasingly difficult material in various subject areas

3. Work toward mastery of more complex word recognition and vocabulary building skills

4. Perceive relationships within sentences, paragraphs, and entire selections of increasing complexity and maturity

5. Learn that flexibility of reading rate may lead to greater comprehension; that rate of reading should be adjusted to the demands of the material and the purpose for which it is read

6. Test the accuracy and thoroughness of comprehension by frequent participation in purposeful small-group discussions

FUNDAMENTAL READING SKILLS

Refining and extending the pupil's ability to use all of the fundamental skills are emphasized in Power Reading. Special attention should be given to developing habits of efficient reading and study in the content areas, to critical thinking, and to reading in depth.

Use the skills listed below to plan a course designed to meet pupil needs as shown by careful diagnosis. Development of the skills should be an integral part of the regular lesson.

A simultaneous guided program of independent study and recreational reading that is intellectually challenging, but appropriate to the pupil's maturity level, will provide opportunities for practical application of the skills.

All skills listed in the Basic Reading and Reading Improvement course outlines should be reinforced and refined as needed.

I. Word Recognition

The teacher should help pupils to diagnose their word-recognition needs and to plan individual programs of self-improvement.

II. Vocabulary Building

A. Deriving meaning from context

B. Learning word origins and histories and acquiring the understanding that the English language is a living, changing, growing language

C. Learning special and technical vocabularies in varied contents

D. Understanding connotation

E. Using the dictionary

1. Making functional use of the complete pronunciation key

2. Finding accepted American pronunciation for words adopted from other languages
Example: beau

3. Learning regular and irregular inflected forms of words
Examples: ox, oxen; pupil, pupils

4. Determining and using the precise meaning needed for a particular context

5. Understanding derivatives
Example: event, eventual, eventuality

6. Differentiating between British and American usage and spelling

7. Finding definitions by using:

a. Descriptive statement
b. Statement plus illustration
c. Diagrams, maps, pictures

F. Understanding and enjoying figurative language and learning to use it appropriately

G. Understanding and appreciating symbolism in fiction and nonfiction

III. Comprehension

A. Establishing independent as well as group purposes in reading a selection

B. Learning how the context of time, place, and medium can affect an author's meaning

C. Learning to read and relate supporting details to main ideas for greater depth of understanding

D. Getting precise literal meaning from complex selections in varied contents

E. Identifying propaganda techniques and appeals and misleading graphs and statistics as methods of misleading the reader

F. Distinguishing carefully between quantitative and qualitative concepts

G. Understanding concepts about time relationships and historical movements

H. Developing ability to see relationships among seemingly unrelated ideas

I. Learning clues that unlock meaning of materials in which there is unusual word order, complexity of sentence structure, or abstract ideas

J. Evaluating material and reacting to it in relation to one's own competency; and to author's aim, competency, and method of presentation

K. Synthesizing ideas by analyzing, interpreting, contrasting, generalizing, interrelating, drawing conclusions, and applying knowledge gained from reading

IV. Appreciation

A. Recognizing and differentiating between various types of literature, such as fiction, nonfiction; poetry, drama, essay

B. Noting and identifying differences in themes, problems, styles, plots, characters

C. Analyzing character, conflicts, issues

D. Understanding figurative and symbolic expression in appropriate context in greater depth

E. Recognizing and understanding literary and historical allusions

F. Appreciating atmosphere, mood, tone; making inferences, forming judgments

G. Seeing relationships of humor to serious inner conflict, unhappiness, and frustration

H. Detecting fact from judgment in complex material

I. Detecting and analyzing slanted writing (as used in many advertising statements)

V. Rate Skills

A. Perceiving words instantly and accurately in proper context

B. Perceiving ideas accurately in appropriate context

C. Rhythmically fixating on meaningful phrases

D. Eliminating useless regressions

E. Making accurate return sweep to new line of print

F. Eliminating finger-pointing and sub-vocalization

VI. Location and Study Skills (finding and using information)

A. Learning to use the textbook as a reference by:

1. Identifying and evaluating author, editor, publisher, illustrator, publication or copyright date

2. Using boldface type, italics, side or running headings as aids in deriving meaning

3. Reading illustrations, captions, map legends as aids to comprehension

4. Using footnotes, bibliography, and annotations as aids to gaining greater depth of meaning

5. Using tabular or graphic material, maps and charts

6. Using the index and the glossary

POWER READING

B. Selecting a problem

1. Choosing and delimiting a problem

2. Selecting data on a problem

3. Taking effective notes on material read

4. Organizing facts or ideas by:

a. Résumés
b. Précis
c. Diagrammatic forms

5. Using information and insights gained from reading in purposeful speaking and writing

C. Finding a book by library classification

1. Making functional use of alphabetical order (card catalog, etc.)

2. Locating and using alphabetically arranged reference books

3. Locating books on shelves by the Dewey Decimal System

4. Knowing the largest Dewey Decimal categories

5. Using the indexes of encyclopedia

D. Improving power and span of concentration

APPENDIX

A SELECTED BIBLIOGRAPHY FOR THE READING TEACHER

Many of the books are available in the Professional Library, Room G-110, 450 North Grand Avenue, Los Angeles 12, MAdison 5-8921, Extension 454.

In accordance with The Comprehensive Curriculum Policy, adopted by the Board of Education on February 2, 1953, the listing of these references for teachers in no way constitutes an endorsement of the authors' views.

GENERAL

Instructional Guide for the Teaching of Reading Improvement, Junior and Senior High Schools. Revised, 1954. Los Angeles City Schools: Division of Instructional Services, Publication No. 508.

Instructional Guide, Phonics and Other Word Perception Skills, Kindergarten Through Grade Six. Experimental. Los Angeles City Schools: Division of Instructional Services, 1960.

Anderson, Irving, and Walter F. Dearborn. Psychology of Teaching Reading. New York: Ronald Press, 1952.

Artley, A. Sterl. Your Child Learns to Read. New York: Scott, Foresman, 1953.

Bamman, Henry A., et al. Reading Instruction in the Secondary School. New York: Longmans, Green, 1960.

Dawson, Mildred A., and Henry A. Bamman. Fundamentals of Basic Reading Instruction. New York: Longmans, Green, 1960.

DeBoer, John J., and Martha Dallman. The Teaching of Reading. New York: Henry Holt, 1960.

Durrell, Donald. Improving Reading Instruction. New York: Harcourt, Brace, 1961.

Ephron, Beaulah K. Emotional Difficulties in Reading. New York: Julian Press, 1953.

Gates, Arthur I. Improvement of Reading. Third Edition. New York: Macmillan, 1947.

Gray, William S. Improving Reading in All Curriculum Areas. University of Chicago Monograph, Publication No. 76, November, 1952.

Robinson, Helen M. Why Pupils Fail in Reading. Chicago: University of Chicago Press, 1946.

Strang, Ruth; Constance M. McCullough; Arthur E. Traxler. Improvement of Reading. New York: McGraw-Hill, 1961.

Witty, Paul. Reading in Modern Education. Boston: D. C. Heath, 1952.

BASIC READING

Bond, Guy L., and Miles A. Tinker. Reading Difficulties: Their Diagnosis and Correction. New York: Appleton-Century-Crofts, 1957.

Bullock, Harrison. Helping the Non-Reading Pupil in the Secondary School. New York: Bureau of Publications, Teachers College, Columbia University, 1956.

Featherstone, W. B. Teaching the Slow-Learner. Revised Edition. New York: Columbia University, 1961.

Gates, Arthur, and Miriam C. Pritchard. Teaching Reading to Slow-Learning Pupils. New York: Bureau of Publications, Teachers College, Columbia University, 1942.

Gray, William. On Their Own in Reading. Revised Edition. New York: Scott, Foresman, 1960.

Kirk, Samuel A. Teaching Reading to Slow-Learning Children. Boston: Houghton Mifflin, 1940.

Kottmeyer, William. Teacher's Guide for Remedial Reading. Pasadena, California: Webster, 1959.

READING IMPROVEMENT

Bond, Guy L., and Eva Bond. Developmental Reading in the High School. New York: Macmillan, 1955.

Fay, Leo. Reading in the High School, What Research Says to the Teacher. Washington, D. C.: Publication No. 11, National Educational Association, Department of Classroom Teachers, 1956.

Gray, William S. (Editor). Improving Reading in Content Fields. Chicago: Supplementary Educational Monographs, No. 62. University of Chicago Press, 1947.

Harris, Albert J. How to Increase Reading Ability. Fourth Edition. New York: Longmans, Green, 1961.

Simpson, Elizabeth A. Helping High School Students Read Better. Chicago: Science Research Associates, 1954.

Strang, Ruth, and Dorothy Kendall Bracken. Making Better Readers. Boston: D. C. Heath, 1957.

POWER READING

Adler, Mortimer. How to Read a Book. New York: Simon and Schuster, 1956.

Altick, Richard D. Preface to Critical Reading. Third Edition. New York: Holt, Rinehart and Winston, 1960.

Center, Stella. The Art of Book Reading. New York: Charles Scribner's Sons, 1952.

Chase, Stuart. The Tyranny of Words. New York: Harcourt, Brace, 1938.

Cook, Margaret G. The Library Key, An Aid in Using Books and Libraries. Revised Edition. New York: H. W. Wilson, 1956.

Dale, Edgar. How to Read a Newspaper. Chicago: Scott, Foresman, 1941.

Hayakawa, S. I. Language in Thought and Action. New York: Harcourt, Brace, 1949.

Kough, Jack. Practical Programs for the Gifted. Chicago: Science Research Associates, 1960.

Richards, I. A. How to Read a Page. New York: W. W. Norton, 1942.

Rosenheim, Edward W. What Happens in Literature. Chicago: The University of Chicago Press, 1960.

Stefferud, Alfred (Editor). The Wonderful World of Books. New York: New American Library, Mentor Book MD157, 1952.

Walpole, Hugh R. Semantics. New York: W. W. Norton, 1941.

SOURCES OF ANNOTATED BIBLIOGRAPHIES FOR USE IN GUIDING PUPIL READING

The bibliographies cited below are examples of the many which are available. Most of them are in school libraries or in the Professional Library.

A Basic Book Collection for Junior High Schools. Chicago: American Library Association, 1950. 76 pages.

> Selected annotated bibliography of 660 books suggested as a minimum collection for junior high school. Also contains list of short story collections and magazines.

Baum, Alice C. Your Reading: A Book List for Junior High School. Champaign, Ill.: National Council of Teachers of English, 1960. 109 pages.

> Annotated bibliography of books for junior high school pupils. Indicates titles which are suggested for retarded readers.

Books for Mature Readers in the Senior High School. Los Angeles City Schools: Division of Instructional Services, 1958. 41 pages.

> An annotated list of fiction and nonfiction books designed to provide pupils with an opportunity to read widely in the fields of the literary heritage, the social scene, and the physical sciences.

Books for Reluctant Readers. Los Angeles City Schools: Division of Instructional Services, 1958.

> A list of books that satisfy reading interests of slower readers in junior and senior high school. Covers a wide variety of interest areas.

Books for You. Committee on the Senior High School Book List. Champaign, Ill.: National Council of Teachers of English, 1959. 155 pages.

> Annotated bibliography of books for senior high school students.

Carlsen, G. Robert, and Richard S. Alm. Social Understanding Through Literature. National Council for the Social Studies, 1954.

> Annotates 400 titles grouped according to problem areas. Materials for teen-agers and adult books adolescents enjoy are included. Novels, biographies, and plays are listed.

Davis, Louise. Recommended Children's Books of 1961. Library Journal. 1961

> Reviews 750 new books for children and young people. Annotations made by school and public librarians. Contains author-title index. Interest and reading levels often indicated. Published annually. Library may have old issues.

Dunn, Anita E. Fare for the Reluctant Reader. Capitol Area School Development Association. Albany, N. Y.: New York State College for Teachers, 1952.

Annotated list of books for grades 7-12. Arranged by topics. Includes texts for remedial work and a list of magazines.

Good Reading. Committee on College Reading, National Council of Teachers of English. New York: Mentor, 1956.

An annotated bibliography of over 1500 titles, including the price and publisher of every book. Contains sections on 20th-century novels and offers chapters on literary magazines, poetry and drama on records, and reference books. Lists the 1300 best paperbound books in print.

Haebich, Kathryn A. Vocations in Fact and Fiction. American Library Association, 1953. 62 pages.

Subtitle: "A Selected, Annotated List of Books for Career Backgrounds and Inspirational Reading." Nine hundred titles, predominantly nonfiction, are annotated under more than 200 alphabetically arranged vocational headings. Books for retarded readers are marked with asterisks.

Heaton, Margaret M., and Helen B. Lewis. Reading Ladders for Human Relations. Washington, D. C.: American Council on Education, 1955.

There are 657 annotated titles of books for pupils about social, personal, and economic problems of others.

Hobson, Cloy S., and Oscar M. Haugh. Materials for the Retarded Reader. Topeka, Kansas: State Department of Public Instruction, 1954.

Annotated fiction, biography, travel, classics.

Spache, George. Good Reading for Poor Readers. Champaign, Ill.: The Garrard Press, 1958. 168 pages.

Contains material to help teachers find the "right" books for recreational reading, to determine readability, and to obtain annotated lists of trade books useful with poor readers.

Strang, Ruth; Christine B. Gilbert; Margaret C. Scoggin. Gateways to Readable Books. H. W. Wilson, 1952. Second Edition.

List of 1100 titles intended for retarded readers in junior and senior high school. Average reading difficulty level ranges from fifth to seventh grades. Brief annotations are provided.

Walker, Elinor. Book Bait. Compiled for the Association of Young People's Librarians, American Library Association, 1957. 88 pages.

Annotated bibliography of adult books which are popular with young people. Many selections are good for senior high school students.

LISTS OF AUTHORIZED TEXTBOOKS FOR READING CLASSES, JUNIOR AND SENIOR HIGH SCHOOL

The textbooks enumerated on these pages are included in List of Authorized Textbooks, 1962-1963, Junior and Senior High Schools, Los Angeles City Schools: Division of Instructional Services, Publication Number 426.

JUNIOR HIGH SCHOOL

BASIC READING

SKILLS

Brueckner, Leo, and William Lewis. Diagnostic Tests and Remedial Exercises in Reading. Philadelphia: Winston, 1947.

Meighen, Mary, and Marjorie Pratt. Phonics We Use, Book E. Chicago: Lyons and Carnahan, 1957.

Neal, Elma A., and Inez Foster. Developing Reading Skills, Book A. River Forest, Ill.: Laidlaw, 1961.

*Parker, Don H. SRA Reading Laboratory, Elementary Edition. Chicago: Science Research Associates, 1958.

Moore, Lilian, and Lillian Mastrotto. Reader's Digest Reading Skill Builders, Grade 2, Part One. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1958.

_____. Reader's Digest Reading Skill Builder, Grade 2, Part Two. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

Cooke, Dorothy E.; Mildred A. Dawson; Lydia Austill Thomas. Reader's Digest Skill Builder, Grade 3, Part One. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

_____. Reader's Digest Reading Skill Builder, Grade 3, Part Two. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

*Also available for use in senior high school reading classes.

Wilcox, Lillian, and Lydia Austill Thomas. Reader's Digest Reading Skill Builder, Grade 4, Part One. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

Wilcox, Lillian, and Lydia Austill Thomas. Reader's Digest Reading Skill Builder, Grade 4, Part Two. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

READERS

Berres, Frances; William S. Briscoe; James C. Coleman; Frank M. Hewett. Deep Sea Adventures series. San Francisco: Harr Wagner, 1959.

Book I - The Sea Hunt

Book II - Treasure Under the Sea

Book III - Submarine Rescue

Book IV - The Pearl Divers

Book V - Frogmen in Action

Heavey, Regina, and Harriet L. Stewart. Teen-Age Tales, Book A. Boston: D. C. Heath, 1959.

McCall, Edith. Hunters Blaze the Trail. Chicago: Children's Press, 1959.

_____. Log Fort Adventures. Chicago: Children's Press, 1959.

_____. Steamboats to the West. Chicago: Children's Press, 1959.

Olgin, Joseph. Sam Houston, Friend of the Indians. Boston: Houghton Mifflin, 1958.

Seibert, Jerry. Amelia Earhart: First Lady of the Air. Boston: Houghton Mifflin, 1960.

READING IMPROVEMENT

SKILLS

Neal, Elma A., and Inez Foster. Study Exercises for Developing Reading Skills Book B. River Forest, Ill.: Laidlaw, 1961

_____. Study Exercises for Developing Reading Skills, Book C. River Forest, Ill.: Laidlaw, 1961.

Roberts, Clyde. Word Attack. New York: Harcourt, Brace, 1956.

Smith, Nila Banton. Be a Better Reader Series. New York: Prentice-Hall, 1958.

Be a Better Reader, Book I (Grades 7-8)

Be a Better Reader, Book II (Grades 8-9)

Be a Better Reader, Book III (Grades 9-10)

Gray, William S.; Marion Monroe; A. Sterl Artley. Basic Reading Skills for Junior High School Use. Chicago: Scott, Foresman, 1957.

Simpson, Elizabeth. SRA Better Reading, Book I. Chicago: Science Research Associates, 1951. (Grade level 7)

_____. SRA Better Reading, Book II. Chicago: Science Research Associates, 1950. (Grade level 8)

Wagner, Guy W.; Lillian A. Wilcox; Lydia A. Thomas. Reader's Digest Reading Skill Builder, Grade 5, Part One. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

_____. Reader's Digest Reading Skill Builder, Grade 5, Part Two. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

Wagner, Guy W.; Lillian A. Wilcox; Gladys L. Persons. Reader's Digest Reading Skill Builder, Grade 6, Part One. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

_____. Reader's Digest Reading Skill Builder, Grade 6, Part Two. Pleasantville, N. Y.: Reader's Digest Services, Educational Division, 1959.

*Parker, Don H. SRA Reading Laboratory IIIa, Secondary Edition. Chicago: Science Research Associates, 1959.

*Also available for use in senior high school reading classes.

READERS

Chase, Mary Ellen. Donald McKay and the Clipper Ships. Boston: Houghton Mifflin, 1959.

Hahn, Emily. Around the World With Nellie Bly. Boston: Houghton Mifflin, 1959.

Heavey, Regina, and Harriet L. Stewart. Teen-Age Tales, Book B. Boston: D. C. Heath, 1959.

Hough, Henry B. Great Days of Whaling. Boston: Houghton Mifflin, 1958.

Kielty, Bernardine. Jenny Lind Sang Here. Boston: Houghton Mifflin, 1959.

Leavell, Ullin W., and Alex M. Caughran. Reading With Purpose. New York: American Book, 1959.

_____. Reading for Significance. New York: American Book, 1959.

O'Dell, Scott. Island of the Blue Dolphins. Boston: Houghton Mifflin, 1960.

POWER READING

*Diederich, Paul B, and Osmond E. Palmer. Critical Thinking in Reading and Writing. New York: Holt, Rinehart and Winston, 1955.

Simpson, Elizabeth. SRA Better Reading, Book III (Grade 9). Chicago: Science Research Associates, 1950.

Smith, Nila B. Be a Better Reader, Book IV (Grades 10-11). Englewood Cliffs, N. J.: Prentice-Hall, 1959.

_____. Be a Better Reader, Book V (Grades 11-12). Englewood Cliffs, N. Y.: Prentice-Hall, 1960.

*Thurstone, Thelma G. Reading for Understanding. Chicago: Science Research Associates, 1958.

Witty, Paul. How to Improve Your Reading. Chicago: Science Research Associates, 1956.

*Also available for use in senior high school reading classes.

SENIOR HIGH SCHOOL

BASIC READING

SKILLS

Guiler, W. S., and J. H. Coleman. Reading for Meaning 4. Philadelphia: Lippincott, 1955.

_____. Reading for Meaning 5. Philadelphia: Lippincott, 1955.

Murphy, George; Emma Lundgren; Helen Rand Miller. Let's Read! Book 2. New York: Holt, Rinehart and Winston, 1953.

READERS

Bond, Guy L.; Theodore Clymer; Naomi Chase; Dorothy Cooke. Deeds of Men, Classmate Edition. Chicago: Lyons & Carnahan, 1958.

Buck, Frank. On Jungle Trails. Cleveland: World Publishing, 1936.

Cooper, J. F. (Adapted by Brown). Last of the Mohicans. Chicago: Scott, Foresman, 1950.

Humphreville, Frances. The Years Between. Chicago: Scott, Foresman, 1953.

Sandrus, Mary Yost. Adventures With Animals. Chicago: Scott, Foresman, 1958.

Strang, Ruth, and Ralph Roberts. Teen-Age Tales, Book 1. Boston: D. C. Heath, 1959.

_____. Teen-Age Tales, Book 2. Boston: D. C. Heath, 1959.

Strang, Ruth, and Regina Heavey. Teen-Age Tales, Book 3. Boston: D. C. Heath, 1956.

Verne, Jules (Adapted by Moderow). Around the World in Eighty Days. Chicago: Scott, Foresman, 1952.

READING IMPROVEMENT

SKILLS

Guiler, W. S., and J. H. Coleman. Reading for Meaning 6. Philadelphia: Lippincott, 1956.

_____. Reading for Meaning 7. Philadelphia: Lippincott, 1955.

_____. Reading for Meaning 8. Philadelphia: Lippincott, 1955.

_____. Reading for Meaning 9. Philadelphia: Lippincott, 1955.

Hovious, Carol. New Trails in Reading. Boston: D. C. Heath, 1956.

Johnson, Eleanor M. Modern Reading, Book 1. Boston: D. C. Heath, 1947.

_____. Modern Reading, Book 2. Boston: D. C. Heath, 1946.

_____. Modern Reading, Book 3. Boston: D. C. Heath, 1947.

Monroe, Marion; Gwen Horsman; William S. Gray. Basic Reading Skills for High School Use. Chicago: Scott, Foresman, 1958.

Murphy, George E.; Helen R. Miller; Nell A. Murphy. Let's Read! Book 3. New York: Holt, Rinehart and Winston, 1955.

_____. Let's Read! Book 4. New York: Holt, Rinehart and Winston, 1955.

Witty, Paul. How to Become a Better Reader. Chicago: Science Research Associates, 1953.

READERS

Bond, Guy L.; Theodore Clymer; Naomi Chase; Dorothy Cooke. Deeds of Men. Chicago: Lyons & Carnahan, 1958.

Greene, Jay E. (Editor). Modern Mystery and Adventure Novels. New York: Globe, 1951.

Haggard, H. Rider (Adapted by Louise Kershner). King Solomon's Mines and Allan Quartermain. New York: Globe, 1956.

Heavey, Regina, and Harriet R. Stewart. Teen-Age Tales, Book 5. Boston: D. C. Heath, 1957.

Lewittes, M. H. (Editor). Anne Frank: The Diary of a Young Girl. New York: Globe, 1960.

Roberts, Ralph, and Walter Barbe. Teen-Age Tales, Book 4. Boston: D. C. Heath, 1957.

Sandrus, Mary Yost. Famous Mysteries. Chicago: Scott, Foresman, 1955.

Strang, Ruth, and Amelia Melnik. Teen-Age Tales, Book 6. Boston: D. C. Heath, 1958.

Verne, Jules (Adapted by Laurence Feigenbaum). From Earth to Moon. New York: Globe, 1958.

_____. (Adapted by Gertrude Moderow). 20,000 Leagues Under the Sea. Chicago: Scott, Foresman, 1955.

Wells, H. G. (Adapted by Lou Bunce). The War of the Worlds and The Time Machine. New York: Globe, 1956.

POWER READING

Guiler, W. S., and J. H. Coleman. Reading for Meaning 10. Philadelphia: Lippincott, 1955.

_____. Reading for Meaning 11. Philadelphia: Lippincott, 1955.

_____. Reading for Meaning 12. Philadelphia: Lippincott, 1955.

Parker, Donald. SRA Reading Laboratory, IVa, College Prep Edition. Chicago: Science Research Associates, 1959.

AUTHORIZED STANDARDIZED READING TESTS*

I. Durrell-Sullivan Reading Capacity and Achievement Tests

   A. Primary (A3-B4) Form A

   B. Intermediate (A4-A6)

      1. Form A Capacity
      2. Form A Achievement
      3. Form B Achievement

II. Gates Advanced Primary Reading Tests (A2-A3)

   A. Type AWR Word Recognition, Forms 1, 2, 3

   B. Type APR Paragraph Reading, Forms 1, 2, 3

III. Gates Basic Reading Tests (Gr. 4-6)

   A. Type GS: Reading to Appreciate General Significance, Forms 1, 2, 3

   B. Type UD: Reading to Understand Precise Directions, Forms 1, 2, 3

   C. Type ND: Reading to Note Details, Forms 1, 2, 3

   D. Type RV: Reading Vocabulary, Forms 1, 2, 3

   E. Type LC: Level of Comprehension, Forms 1, 2, 3

IV. Gates Primary Reading Tests (Gr. A1-A2)

   A. Type PWR: Word Recognition, Forms 1, 2, 3

   B. Type PRS: Sentence Reading, Forms 1, 2, 3

   C. Type PPR: Paragraph Reading, Forms 1, 2, 3

V. Gray Standardized Oral Reading Check Tests (Gr. 1-8)

VI. Gray Standardized Oral Reading Paragraphs

VII. Iowa Silent Reading Test, New Edition (Gr. 4-8)

---

*The tests are included in the List of Standardized Tests Authorized for Use in the Los Angeles City Schools, Publication No. 240, December, 1961. The list is available in the counselor's office.

VIII. Los Angeles Upper Primary Reading Test, Forms A, B, C, D

IX. Sangren-Woody Reading Test (Gr. 4-8)

X. SRA Achievement Series

A. Reading (Gr. 2-4), Forms A, B

B. Reading (Gr. 4-6), Forms A, B

XI. Stanford Reading Test, Intermediate (Gr. 5-6), Forms J, K, JM

XII. Stanford Study Skills, Advanced (Gr. 7-9), Form JM

Los Angeles City Schools
Division of Instructional Services
Curriculum Branch

Date _____

TO: English Office, Curriculum Branch

FROM: (optional) Name _____

School _____

SUBJECT: Comments on Experimental Edition of

BASIC READING

Suggested Changes:

Suggested Additions:

Other Comments:

Please return by school mail to: CURRICULUM BRANCH
ENGLISH OFFICE

Los Angeles City Schools
Division of Instructional Services
Curriculum Branch

Date _____

TO: English Office, Curriculum Branch

FROM: (optional) Name _____

School _____

SUBJECT: Comments on Experimental Edition of

READING IMPROVEMENT

Suggested Changes:

Suggested Additions:

Other Comments:

Please return by school mail to: CURRICULUM BRANCH
ENGLISH OFFICE

Los Angeles City Schools
Division of Instructional Services
Curriculum Branch

Date _____

TO: English Office, Curriculum Branch

FROM: (optional) Name _____

School _____

SUBJECT: Comments on Experimental Edition of

POWER READING

Suggested Changes:

Suggested Additions:

Other Comments:

Please return by school mail to: CURRICULUM BRANCH
ENGLISH OFFICE